

COUNTING DOWN:
High School Graduation Requirements
for the
Class of 2008
(Fall 2004 9th graders)

By

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State Board of Education

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The shaded text I consider "The True North" of education reform.

RCW 28A.150.210

The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

(1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

RCW 28A.230.120

“(1) School districts shall issue diplomas to students signifying graduation from high school upon the students’ satisfactory completion of all local and state graduation requirements. Districts shall grant students the option of receiving a final transcript in addition to the regular diploma.”

RCW 28A.230.010

“School district boards of directors shall identify and offer courses with content that meet or exceed:

- (1) The basic education skills identified in RCW 28A.150.210 (i.e., Student Learning Goals);
- (2) the graduation requirements under RCW 28A.230.090 (WAC 180-51-050 and 180-51-061); and
- (3) the courses required to meet the minimum college entrance requirements under RCW 28A.230.130.

Such courses may be applied or theoretical, academic or vocational.”

WAC 180-51-061

“The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content”

A Curriculum Requirement vs. A Graduation Requirement

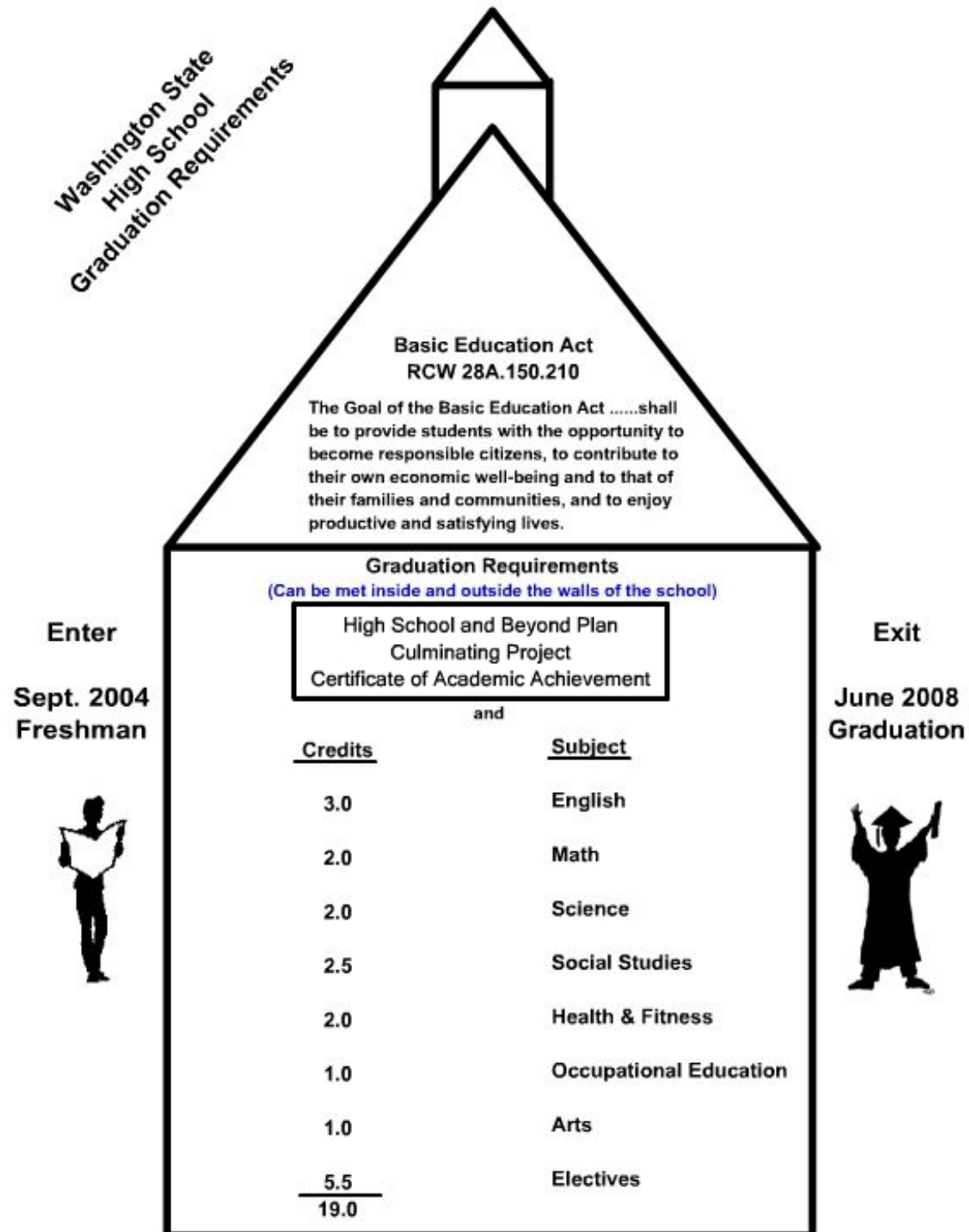
Subject area content within the minimum 19 credits must include, at a minimum, the Essential Academic Learning Requirements (EALRs) at Benchmark III and a level of content rigor beyond Benchmark III that is determined locally.

APPLIES TO:

English
Mathematics
Science
Social Studies
Health & Fitness
Arts

WAC 180-51-025

The content of courses and the determination of which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement shall be determined locally in accordance with written policies adopted by boards of directors of districts: Provided, That if a foreign language graduation requirement is established, credits earned in American sign language shall count toward the completion of the requirement.



Note: All State Minimums set by SBE except for two set by Legislature:
Certificate of Academic Achievement, and study of Federal and Washington State Constitutions.

**Highlights of the new state minimum
high school graduation requirements:**

- The new state minimum high school graduation requirements will be implemented starting with the ninth grade class of 2004 (graduating Class of 2008).
- Districts retain their authority to establish graduation requirements beyond those set by the State Board of Education.
- The total number of minimum state credits for high school graduation remains at 19.
- One of the required 19 credits shall be in the **Arts**, which may be satisfied in the visual or performing arts. This credit may not be substituted. Use Benchmark 3 EALRs (or higher).
- **Health and Fitness** – The two-credit graduation requirement in physical education is changed to two credits in Health and Fitness.
- **Occupational Education** – The one credit graduation requirement was redefined in 2000. That redefinition carries forward.
- Two non-credit requirements (at the state level) are established:
 - ➡ **Culminating Project** – Each student shall complete a culminating project for graduation. This project consists of students demonstrating both their learning competencies and preparations related to learning goals three and four. Districts shall define the process to implement this graduation requirement.
 - ➡ **High School and Beyond Education Plan** – Students shall have an education plan for their high school experience, including what they expect to do the year following graduation.
- The Certificate of Academic Achievement (CAA) graduation requirement takes effect beginning with the graduating class of 2008. It is earned by passing the high school WASLs in reading, writing, and mathematics (science added in 2010).

ARTS GRADUATION REQUIREMENT BACKGROUND.

In Fall 2004, for students who begin the ninth grade that school year (the graduating Class of 2008), new state minimum high school graduation requirements take effect. One of the new requirements is a credit in the visual or performing arts. This new requirement cannot be replaced by coursework in another subject area. The requirement can be found in [WAC 180-51-061](#). Use Benchmark 3 EALRs (or higher).

QUESTION: What is/are “visual arts?”

ANSWER: Visual Arts examples include and are not limited to: sculpting, ceramics, glass, painting, calligraphy, drawing/ sketching, photography, film, video, TV, animation, holography, graphic design, printmaking, etc.

Visual Art forms are created by people with and through multi-medium materials, with animate and inanimate objects. Objects can be felt and described. Visual Arts require a person to see them for ultimate communication.

QUESTION: What is/are “performing arts?”

ANSWER: Performing Arts examples include and are not limited to: music, opera, dance, theatre, film, mime, comedy, puppets, performed poetry.

Performing Arts are art forms that are expressed by people that involve all five senses. The people are the art form and the medium.

- For more information on the administration of the arts in Washington Schools visit the Office of Superintendent of Public Instruction [Arts home page](#). or contact:

AnnRené Joseph, Program Supervisor, The Arts (Dance, Music, Theatre, and Visual Arts), OSPI (360) 725-6365 -- FAX: (360) 725-6017 --
ajoseph@ospi.wednet.edu

Related Policies

- Determination of student achievement in the subject areas not assessed by the secondary Washington Assessments of Student Learning (high school WASLs) remains a local decision.
- Currently, a high school credit is awarded for 150 hours of planned instructional activities approved by the school district. **School districts now have the additional discretion** to award high school credit based on clearly identified competencies that are locally determined through district policy and do not have to be tied to a specific number of hours of instruction.
- Each school district board of directors must develop a written policy regarding the recognition and acceptance of earned credits. The building principal or designee could determine, subject to the district policy, whether or not a credit meets the district's standards for recognition and acceptance of a credit.

<u>WAC 180-51-060</u>				<u>WAC 180-51-061</u>			
Effective for students who begin the ninth grade before the 2004-05 school year				Effective for students who begin the ninth grade beginning the 2004-05 school year			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
English	3.0	Locally determined	Locally determined, plus secondary WASL	English · Reading · Writing · Comm Student Learning Goal 1	3.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASLs for the CAA beginning with Class of 2008 (reading and writing)
Mathematics	2.0	Locally determined	Locally determined, plus secondary WASL	Mathematics Student Learning Goal 2	2.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASL for the CAA beginning with Class of 2008

<u>WAC 180-51-060</u>				<u>WAC 180-51-061</u>			
Effective for students who begin the ninth grade before the 2004-05 school year				Effective for students who begin the ninth grade beginning the 2004-05 school year			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
Science Lab science	2.0 1.0 <u>NOTE:</u> 1 of the 2 credits must be in lab science.	Locally determined	Locally determined	Science Physical Life Earth Student Learning Goal 2	2.0 <u>NOTE:</u> 1 of the 2 credits must be in lab science.	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASL for the CAA beginning with Class of 2010

<u>WAC 180-51-060</u>				<u>WAC 180-51-061</u>			
Effective for students who begin the ninth grade before the 2004-05 school year				Effective for students who begin the ninth grade beginning the 2004-05 school year			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
Social Studies	2.5	Locally determined	Locally determined	Social Studies	2.5	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined
US Hist/Govt	1.0			. Civics			
Wa St Hist/Govt	.5			. History			
Contemp Wrld	1.0			. Geography			
Hist/Geog & Problems				Student Learning Goal 2			
	<u>NOTE:</u> The 2.5 credits is distribu- ted as indicated.						

<u>WAC 180-51-060</u> Effective for students who begin the ninth grade before the 2004-05 school year				<u>WAC 180-51-061</u> Effective for students who begin the ninth grade beginning the 2004-05 school year			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
Physical Education	2.0	Locally determined	Locally determined	Health and Fitness	2.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined
				Student Learning Goal 2			

<u>WAC 180-51-060</u>				<u>WAC 180-51-061</u>			
Effective for students who begin the ninth grade before the 2004-05 school year				Effective for students who begin the ninth grade beginning the 2004-05 school year			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
Occupational Education	1.0	Locally determined	Locally determined	Occupational Education "means credits resulting from a series of learning ex- periences designed to assist the student to acquire and demonstrate competency of skills under student learn- ing goals three and four, and which skills are required for success in current and emerging occupations. Programs meeting the vocational- technical education program approval standards adopted by the super- intendent of public instruction meet this definition	1.0	"General work skills": Student competencies aligned with learning goals three and four and, as appropriate, the program approval standards adopted by the superintendent of public instruction for exploratory or preparatory vocational-technical education courses	Locally determined

<u>WAC 180-51-060</u>				<u>WAC 180-51-061</u>			
Effective for students who begin the ninth grade before the 2004-05 school year				Effective for students who begin the ninth grade beginning the 2004-05 school year			
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES
Restricted Elective in the Subjects Above or in Fine, Visual, or Performing Arts	1.0		Locally determined	Arts	1.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content May be satisfied in the visual or performing arts	Locally determined
				Student Learning Goal 2			
Electives	5.5	Locally determined	Locally determined	Electives	5.5	Locally determined	Locally determined
TOTAL CREDITS	19.0			TOTAL CREDITS	19.0		
				Culminating Project	---	Locally determined	Locally determined
				High School and Beyond Education Plan	---	Locally determined	Locally determined
				Certificate of Academic Achievement	---	EALRs	WASLs

SBE POLICY: WAC 180-51-061

Footnotes

¹ See WAC 180-51-050 for definition of high school credit.

² See WAC 180-51-063 for effective date.

³ The study of Washington state history and government is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state. The study of the U.S. and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal pursuant to written district policy. Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. For purposes of the Washington state history and government requirement only, the term "secondary school students" shall mean a student who is in one of the grades seven through twelve.

⁴ Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

⁵ Locally determined assessment means whatever assessment or assessments, if any, the district determines are necessary.

SBE POLICY: WAC 180-51-061

Footnotes

(continued)

- ⁶ The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally pursuant to WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement pursuant to RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement. "Directed athletics" shall be interpreted to include community-based organized athletics.
- ⁷ Study in a world language other than English or study in a world culture may satisfy any or all of the required electives.
- ⁸ Each student shall complete a culminating project for graduation. The project consists of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.
- ⁹ Each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.

RCW 28A.230.090(1)(b)

“The certificate of academic achievement . . . or the certificate of individual achievement . . . are required for graduation from a public high school but are not the only requirements for graduation.”

The CAA and CIA are
NOT EQUIVALENT
to the diploma!

Below is a summary of 3ESHB 2195 as passed by the 2004 Legislature.
The summary was put together by legislative and OSPI staff.

3ESHB 2195 Student Academic Standards

As Passed Senate 03/04/04: 47-0

House concurred with Senate amendments on 03/05/04

House Passed on 03/08/04: 92-2-4ex

SUMMARY

CERTIFICATE OF ACADEMIC ACHIEVEMENT:

- Renames the Certificate of Mastery -- the Certificate of Academic Achievement (CAA).
- A certificate is earned through success on the reading, writing, & math sections of the high school WASL and, with the exception of some special education students, is required for public high school graduation beginning in 2008.
- Science is added to the certificate and graduation requirements in 2010.
- A student's transcript will include his or her highest score and WASL level and will note whether a student earned the CAA through passing the WASL or through an alternative assessment.
- A student who exceeds the state standard (level four) in any content area will receive a special scholar's designation on the transcript in that content area.
- Students may also earn the certificate through success on an alternative assessment.
- Private and home-schooled students are not subject to the requirement.

RETAKES:

- **2004:** Beginning with the 2004-05 school year, retakes of WASL will be available, subject to funding.
- **2006:** Beginning no later than September, students may retake the assessment up to four times in those content areas in which they were unsuccessful, at no cost to the students.
- Students who are successful but who wish to improve their results must pay to retake the test.

ALTERNATIVE ASSESSMENTS:

- **2004:** SPI will report to the Legislature with proposed alternative means for students to demonstrate mastery of the state standards, perhaps including an appeals process.
- Alternative assessments must be comparable to the WASL in rigor.
- Alternative assessments must be approved by the Legislature prior to use.

SPECIAL EDUCATION STUDENTS:

- School districts may use assessments other than the high school WASL for special education students who cannot participate in the WASL, even with accommodations.
- Students may earn a Certificate of Individual Achievement using multiple ways to demonstrate their skills and abilities commensurate with their IEPs.
- The student's transcript will indicate whether the student earned a Certificate of Academic Achievement or a Certificate of Individual Achievement.

Below is a summary of 3ESHB 2195 as passed by the 2004 Legislature.
The summary was put together by legislative and OSPI staff.

continued

STUDENT PLANS:

- Students (grades 8-12) who are not successful on the WASL must have a plan to meet the state standards and graduate. The plan must be shared with parents annually.
- All fifth grade students who were not successful on the WASL must have a plan. The plan, and progress toward its completion, will be shared with parents preferably through a conference.
- The decision on tying a diploma to a high school and beyond plan will be made locally.

LIMITED ENGLISH PROFICIENT STUDENTS:

- **2004:** SPI and the Community College Board will develop and report to the legislature on a continuing ed program for ELL students who do not achieve the certificate but are age-appropriate for college.

CUT SCORES/STUDENT PERFORMANCE SCORES:

- Accountability Commission to adopt performance standards for the certificate, considering in its deliberative process the standard error of measurement and conjunctive and compensatory models.
- The Accountability Commission must present proposed changes in cut scores/performance standards on the high school WASL to the Legislature in time for it to act before the change is implemented.

STUDIES:

- **2004:** SPI to report on alternative means, including an appeals process.
- **2004:** SPI to recommend best practices to help students who need assistance to meet requirements.
- **2004:** By November, the SBE and SPI will provide to the Legislature all available information, studies, and analyses on the validity and reliability of the high school assessment system, especially as it pertains to the use of the system for individual student decisions.
- **2004:** By December, the House and Senate Ed Committees will obtain information and conclusions from experts on validity and reliability of the WASL for individual student decisions.
- **2010:** SPI will report to the Legislature and the Accountability Commission on the effect of the certificate requirements on dropout rates.

Below is a summary of 3ESHB 2195 as passed by the 2004 Legislature.
The summary was put together by legislative and OSPI staff.

continued

GOAL II ASSESSMENTS:

- **2004:** By September 1, SPI will report on assessment options and other strategies to assure continued support to the EALRs in social studies, the arts, and health and fitness. The options will include recommendations for a timeline and classroom assessments in these content areas.
- **2005:** Voluntary assessments must be available.
- **2009:** Districts must have assessments or other strategies in place in these content areas.
- SPI will post lists of resources and model assessments in these content areas.

ASSESSMENT INFORMATION:

- SPI must provide as much individual student assessment information as possible.
- SPI must identify and disclose to teachers and parents the grade level expectations (GLEs) that will be assessed on the WASL.
- SPI must provide teachers with easily administered and scored diagnostic tools.
- SPI must post on its website any grade level expectations that will be used to construct the WASL.
- **2004:** SPI to report on feasibility of returning WASL results in same school year.
- **2005:** SPI to report on alignment of the EALRs and WASLs in reading and writing.
- **2006:** SPI to report on alignment of the EALRs and WASLs in science.
- **2006:** Assessment results must show academic gain of each student from one school year to the next.

ESSENTIAL ACADEMIC LEARNING REQUIREMENTS:

- SPI must review and prioritize EALRs and identify grade level expectations and, if funded, include independent research on alignment.
 - **2004:** Reading, writing, and math
 - **2005:** Science
 - **2008:** Arts and social studies
 - **2009:** Health & Fitness

REPEAL:

- Changes: RCW 28A.655.060 is repealed and language in that statute that is not duplicated elsewhere in RCW 28A is added back in, except for the requirement for SBE to determine validity and reliability and a requirement that districts provide educational pathways.

State Standardized High School Transcript

By Law: State Board required to develop it.
(RCW 28A.305.220)

By Law: Must be used by public schools.
(RCW 28A.305.220)

Current version of the transcript remains in effect until no later than Fall 2005.

State Board work group will be working on development of recommendations relating to:

- A competency-based transcript
 - An electronic transcript
- Use of uniform course titles and numbers
- Implementing changes mandated by 3ESHB 2195 (re noting the student's actual WASL scale scores and highest levels achieved, and if student earned a "Scholar's" designation.)

RCW 28A.230.130

(1) All public high schools of the state shall provide a program, directly or in cooperation with a community college or another school district, for students whose educational plans include application for entrance to a baccalaureate-granting institution after being granted a high school diploma. The program shall help these students to meet at least the minimum entrance requirements under RCW 28B.10.050.

(3) The state board of education, upon request from local school districts, may grant waivers from the requirements to provide the program described in subsections (1) and (2) of this section for reasons relating to school district size and the availability of staff authorized to teach subjects which must be provided. In considering waiver requests related to programs in subsection (2) of this section, the state board of education shall consider the extent to which the school district has offered such programs before the 2003-04 school year.

WAC 180-51-061 Effective for students who begin the ninth grade beginning the 2004-05 school year				Higher Education Coordinating Board Minimum College Admission Requirements	
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM CREDIT AND CONTENT REQUIREMENTS
English . Reading . Writing . Comm Student Learning Goal 1	3.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASLs for the CAA beginning with Class of 2008 (reading and writing)	English	4 (3 in literature and composition; 1 year may be satisfied by courses such as drama in literature, public speaking, debate, journalistic writing, business English, or 1 course in ESL)
Mathematics Student Learning Goal 2	2.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASL for the CAA beginning with Class of 2008	Math	3 (at the level of algebra, geometry, and advanced algebra [2 nd level])
Science . Physical . Life . Earth Student Learning Goal 2	2.0 NOTE: 1 of the 2 credits must be in lab science.	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined, plus secondary WASL for the CAA beginning with Class of 2010	Science	2 (1 full year of basic principles of biology, chemistry, or physics with a lab experience [e.g., both semesters in the same field]; or equivalent, e.g., principles of technology, chemistry in the community)
Social Studies . Civics . History . Geography Student Learning Goal 2	2.5	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined	Social Studies	3 (in history or any of the social sciences, e.g., anthropology, contemporary world problems, economics, geography, government, political science, psychology, sociology)

WAC 180-51-061 Effective for students who begin the ninth grade beginning the 2004-05 school year				Higher Education Coordinating Board Minimum College Admission Requirements	
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM CREDIT AND CONTENT REQUIREMENTS
Health and Fitness Student Learning Goal 2	2.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content	Locally determined	Foreign Language	2 (in a single language, including American Sign Language, a Native American language, or a language other than English if the student entered the U.S. education system at grade eight or later)
Arts Student Learning Goal 2	1.0	The Essential Academic Learning Requirements through benchmark three, plus content that is determined by the district to be beyond benchmark three level content May be satisfied in the visual or performing arts	Locally determined	Fine, visual, or performing arts; or academic electives	1 includes: study in art appreciation, band, ceramics, choir, dance, dramatic performance and production, drawing, fiber painting, photography, pottery, print making, and sculpture (or college prep elective from the list above)

WAC 180-51-061 Effective for students who begin the ninth grade beginning the 2004-05 school year				Higher Education Coordinating Board Minimum College Admission Requirements	
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM CREDIT AND CONTENT REQUIREMENTS
Occupational Education "means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goals three and four, and which skills are required for success in current and emerging occupations. Programs meeting the vocational-technical education program approval standards adopted by the superintendent of public instruction meet this definition		"General work skills": Student competencies aligned with learning goals three and four and, as appropriate, the program approval standards adopted by the superintendent of public instruction for exploratory or preparatory vocational-technical education courses	Locally determined	---	---

WAC 180-51-061 Effective for students who begin the ninth grade beginning the 2004-05 school year				Higher Education Coordinating Board Minimum College Admission Requirements	
SUBJECT AREA	MINIMUM STATE CREDITS	ESSENTIAL CONTENT	ASSESSMENT INCLUDES	SUBJECT AREA	MINIMUM CREDIT AND CONTENT REQUIREMENTS
Electives	5.5	Locally determined		---	---
TOTAL CREDITS	19.0			TOTAL CREDITS	15.0
Culminating Project	---	Locally determined		---	---
High School+ Education Plan	---	Locally determined		---	---
Certificate of Academic Achievement	---	State Determined	WASLs in Reading, Writing, Math (2008) and Science (2010)	Certificate of Academic Achievement	When it becomes effective as a formal state graduation requirement.

RCW 28A.230.130

(2) All public high schools of the state shall provide a program, directly or in cooperation with a community or technical college, a skills center, an apprenticeship committee, or another school district, for students who plan to pursue career or work opportunities other than entrance to a baccalaureate-granting institution after being granted a high school diploma. These programs may:

(a) Help students demonstrate the application of essential academic learning requirements to the world of work, occupation-specific skills, knowledge of more than one career in a chosen pathway, and employability and leadership skills; and

(b) Help students demonstrate the knowledge and skill needed to prepare for industry certification, and/or have the opportunity to articulate to postsecondary education and training programs.

(3) The state board of education, upon request from local school districts, may grant waivers from the requirements to provide the program described in subsections (1) and (2) of this section for reasons relating to school district size and the availability of staff authorized to teach subjects which must be provided. In considering waiver requests related to programs in subsection (2) of this section, the state board of education shall consider the extent to which the school district has offered such programs before the 2003-04 school year.

SBE HISTORY

The State Board of Education is one of the oldest institutions of Washington State government.

It has operated continuously since 1877, when it was created by the Legislature of the Territory of Washington.

The Board has been reconstituted four times by the State Legislature: 1897, 1909, 1947 and 1992.

In 1947, the Legislature established the lay board, which exists today.

Washington State Governance System for Public Education

Based in State Constitution	Based in State Statute K-12	Based in State Statute Higher Education
Legislature	State Board of Education	Higher Education Coordinating Board
Governor	A+ Commission	Boards of Regents & Trustees for the six, four-year Universities and College
Superintendent of Public Instruction	Professional Educator Standards Board	State Board for Community and Technical Colleges
	Educational Service Districts	Boards of Trustees for the Community Colleges and Technical Colleges
	Washington State School Directors' Association	Workforce Training and Education Coordinating Board
	Local School Boards	

Perspective: Larry Davis, State Board of Education, November 2003

State Board of Education Members

11 statutory members		
MEMBERS (statutory)	HOW SELECTED	VOTING STATUS
1 from each Congressional District	Elected by the members of the school boards of the districts therein, on a weighted student vote	Full vote on all matters
1 private schools representative	Elected by the members of the boards of the state approved private schools	Votes on matters pertaining to private schools
1–State Superintendent of Public Instruction	Ex officio member of the State Board	Votes only to break ties
3 Non-Statutory Members		
MEMBERS (non-statutory)	HOW SELECTED	VOTING STATUS
2–high school students	By Wa. Assoc. of Student Councils	No voting rights
1–Governor's representative	Selected by the Governor	No voting rights

<h1 style="text-align: center;">State Board of Education</h1> <h2 style="text-align: center;">Statutory Responsibilities</h2>
<h3 style="text-align: center;">MAJOR POLICY AREAS</h3>
<p>Broad authority for the preparation and certification of teachers, administrators (principals, district program administrators, superintendents), and educational staff associates (school counselors, school psychologists, etc.)</p>
<p>Funding distribution authority for state matching funds for school construction (both new construction and modernization projects)</p>
<p>Establish state minimum high school graduation requirements (reviewed approximately every ten years)</p>
<p>School accreditation. By law, the “system” is voluntary and cannot be mandated by the Board. Two models are available to schools under SBE rules to seek accreditation (i.e., SBE process or the Northwest Association of Accredited Schools process).</p>
<p>Private school approval. Technically, private schools are required by law to seek State Board approval to operate.</p>
<p>School district boundaries. The Board has rule-making authority for state boundary policy. Final decision-making authority is with the Regional Committees on School District Organization (one in each educational service district – 9 altogether). Any Regional Committee decision can be appealed to the State Board.</p>
<p>Monitor and determine school district compliance with BEA requirements and consider and grant BEA waivers.</p>

State Board of Education Statutory Responsibilities	
OTHER POLICY AREAS	
Every other year the Board conducts elections for ESD boards.	
Determine qualifications for school bus drivers.	
Immunization requirement.	
Uniform entry age to kindergarten and first grade.	
Central purchasing.	
Real property sales contracts.	
Pupil discipline and due process provisions.	
Annually approve the eligibility standards handbook of the WIAA (Washington Interscholastic Activities Association).	
Courses of study and equivalencies.	
Parents' rights regarding pupil testing and recordkeeping.	
Approve standardized tests used by homeschool parents.	
Library media centers.	
Teachers' responsibilities.	
Certify education centers.	
GED (determine eligibility for students age 16-19).	
Establish standardized transcript.	
Adult education.	
Determine remote & necessary school sites for state funding.	

State Board of Education Members

POSITION	NAME	RESIDENCE
1 st Congressional District	Roberta “Bobbie” May Immediate Past President	Redmond
2 nd Congressional District	Buck Evans	Marysville/Tulalip
3 rd Congressional District	Linda W. Lamb	Olympia
4 th Congressional District	Phyllis Bunker Frank	Yakima
5 th Congressional District	Nancy Fike Ex. Cmte. Member-at-Large	Spokane
6 th Congressional District	Steve Floyd	Gig Harbor
7 th Congressional District	Dana C. Twilight	Seattle
8 th Congressional District	Carolyn Tolas Vice President	Kent
9 th Congressional District	Warren T. Smith, Sr. President	Spanaway
Private School Member	Tom Parker	Seattle
State Superintendent	Terry Bergeson Chief Executive Officer	Olympia
Student Representative	Andrea Naccarato, Sr. Central Valley High School Central Valley School District Spokane County	Greenacres
Student Representative	Kourosh Zamanizadeh, Jr. Mountain View High School Evergreen School District Clark County	Vancouver
Governor’s Representative	Judy Hartmann	
Executive Director	Larry Davis	Olympia

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